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ABSTRACT

The 1983-84 State Compensatory Education (SCE) Program in the Austin Independent School District included several components at the elementary and secondary levels. In 18 elementary schools, 16 full-time and one half-time SCE teachers provided assistance to students at or below the 30th percentile in either language arts/reading or math. Thirty-nine counselors provided counseling services to students at 51 elementary schools. The Secondary Component included writing labs (eight writing lab instructors and a writing lab project specialist) and Transitional Bilingual Education instruction (four teachers served limited-English-proficient junior high students). Elementary reading achievement gains were higher than predicted. Elementary counselors met their goals to increase consultation meetings with parents and contacts with low-achieving students, but did not meet their goal to increase contacts for curriculum activities. The assignment of bilingual teachers was not optimal. Writing lab instructors served a large number of non-low-achieving students while serving less than half of the identified low achievers. (BW)

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A Look at State Compensatory Education in AISD 1983-84

Project Title: State Compensatory Education

Contact Persons: Evangelina Mangino, Glynn Ligon

Major Positive Findings:

- In grades 2, 3, 4, and 6 students served by SCE elementary teachers made reading achievement gains higher than predicted.
- Supervising efforts made by the compensatory instructional coordinators continued to be perceived as extremely helpful by SCE teachers.
- Elementary counselors met their goal to increase the number of consultation meetings with parents.
- Elementary counselors met their goal to increase the number of contacts with low-achieving students.

Major Findings Requiring Action:

- As in the previous year, the assignment of bilingual teachers was not optimal. A more careful assignment would allow serving LEP students who otherwise would not have access to a bilingually certified or ESL-certified teacher at their school or grade.
- The number of teachers working in a pullout situation was higher this year (89%) than last year(63%)
- Elemantary counselors did not meet their goal to increase the number of contacts for curriculum activities.
- Writing lab instructors served a larger number of non-low-achieving students while serving less than half of the identified low achievers. In the future, if a similar program is funded, care must be taken to ensure the elegible students are identified, recruited, and served.

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WHAT IS THE SCE PROGRAM?

State Compensatory Education (SCE) funds are appropriated for a two year period, after which additional legislation is required for further funding. SCE funds for 1983-84 were made available through the actions of the 1981 Texas Legislature. Austin ISD received approximately $1,052,000 in SCE funds for 1983-84 plus additional carry-over funds from 1982-83.

The 1983-84 SCE Program included several components at the elementary and secondary levels. Each component is briefly described below.

Elementary Instruction

In 18 elementary schools, a total of 16 full-time and one half-time SCE teacher of whom four have either bilingual or ESL certification, provided assistance to students at or below the 30th percentile in either language arts/reading or math. The principal at each SCE campus and the SCE teacher determined if SCE instruction was to be primary or supplemental, the grades served, and the areas focused on (reading, language arts, or math). The principal, and the SCE teacher, along with the assistance of the SCE coordinator, decided what teaching format was the most appropriate for the school's needs.

In either primary or supplemental instruction and regardless of teaching mode, the SCE teacher met with each student on a regularly scheduled basis.

SCE teachers received assistance from three compensatory instructional coordinators who were supervised by the instructional coordinator assigned to SCE.

Guidance and Counseling

A total of 39 counselors provided counseling services to students at 51 elementary schools. Of these counselors, 27 were funded 5% to 30% out of SCE funds and from 70% to 95% out of AISD funds. One counselor was funded 100% from special education funds and eleven 100% from other sources.

The counseling services included individual and small-group counseling, classroom group guidance, and consultation with teachers, parents, and special services personnel. The counselor also coordinated all available services and resources to assist each child to develop his/her maximum potential. These services and resources included standardized test coordination and administration, vision and hearing tests, Local Support Team meetings, and community agency contacts.

Secondary Instruction

The Secondary Component included writing labs and Transitional Bilingual Education (TBE) instruction. The Junior High School Summer School Program was also funded by SCE but will be evaluated in a separate report.

Writing Labs

Eight of 9 writing lab instructors and a writing lab project specialist were funded by SCE. The SCE-funded labs were at Burnet, Bedichek, Dobie, and Martin Junior High Schools, and at Anderson, Austin, LBJ, Johnston, and Travis High Schools. Lab instructors provided direct services to students on an individual or group basis. Indirect services were provided through teacher consultation and material development. Broadly defined, the main goal of the writing labs was to "improve students' writing skills." All instructors were provided with a list of all the students enrolled in the school, their 1983 language test percentiles, and a skills analysis of the 1983 test results of students below the 31st percentile. The writing lab instructors were also given a list of students whose TABS writing composition scores or total writing test scores were below the cut-off mark. The instructors were to recruit these students and work with them. This effort to reach low achievers was a response to the evaluation findings of 1980-81 and 1981-82, which indicated that no special attempt was made to serve low achievers in spite of the fact that SCE was funding two thirds of the labs. Besides this effort to focus on low achievers, all services were provided to students regardless of their previous scores.

TBE Program

Four transitional bilingual education teachers served LEP junior high school students. The entire program is currently housed at Murchison. Funds were provided for staff, materials, and transportation. An ESOL bilingual aide was also available for the TBE program.

Planning

The Planning Component consisted of a grants planning coordinator and a secretary. The grants planning coordinator coordinated the planning process for the overall SCE Program, completion of forms to TEA, budget planning with component coordinators, and general technical assistance to different components as requested. The grants planning coordinator also assisted in the monitoring process for compensatory grants.

TABS

In addition to preparing the evaluation design, the technical report, and this final report of the SCE Program, the SCE Evaluation Component (evaluator, half-time programmer, half-time clerk, and half-time secretary) was responsible for the administration of the Texas Assessment of Basic Skills (TABS) and the dissemination of the results.

ELEMENTARY INSTRUCTION

Who was served by SCE elementary teachers?

- Of 8954 students in grades 1 through 6 in 18 schools with an SCE teacher 2415 had scores at the 30th percentile or below in reading or mathematics making them eligible for services from the SCE teacher. Teachers were encouraged to use standardized test scores to determine students eligibility.

- 806 students, 33% of those eligible, received services from one part-time and 16 full-time SCE teachers.

- Of 1932 students eligible for services in reading/language arts, 39% were served.

- Of 1625 students eligible for services in mathematics 3% were served.

- 327 students, 40% of those served, had no ITBS scores from 1983.

- 85 LEP students in schools without bilingually certified SCE teachers did not have any other bilingually certified teachers available at their school and grade level. Four bilingually certified SCE teachers served 110 students, all of whom had available a bilingually certified teacher at their school and grade level.

  Had the four bilingually certified SCE teachers been assigned to other SCE schools, i.e., Barrington, Blanton, Cunningham, Joslin, or Travis Heights, a maximum of 40 children of the 85 students without access to a bilingually certified teacher at their grade and school could have been served.

What coordination efforts were made to improve the SCE Program?

The primary focus of the 1983-84 SCE Program was improvement of instructional strategies and techniques. This goal was reflected in staff development activities arranged for SCE teachers.

Workshop Title	Date
Making a Difference with SCE	August 24, 1983
Meeting the Needs of Reluctant Learners	October 26, 1984
Adjusting the Curriculum to Accomodate Individual Differences	January 19, 1984
Guiding Practice/Practice Doesn't Make Perfect	January 30, 1984

The three coordinators who visited SCE teachers on a regularly scheduled basis monitored the instructional program, provided written feedback, and helped them make optimal use of the instructional materials purchased last year. (The goal for 1983-84 was to purchase appropriate material to accommodate the needs of SCE teachers.)

Other activities designed to improve the effectiveness of the SCE Program included:

- Visiting new SCE principals in August to help plan the instructional program.
- Developing a booklet to describe SCE guidelines and policies of the year.
- Establishing a procedure for handling purchase requisitions and requests for transfering of funds to reduce overdrawn SCE accounts.
- Writing notes of commendation to teachers for work that was particularly creative or effective.
- Providing additional supplies as needed (storage boxes, folders, student awards, etc.).

The ordinarily heavy work load of the coordinators limited the number of large-group meetings held for SCE teachers this year. Although one coordinator published an SCE newsletter for her cluster, there was not one for the total group.

On May 31, 1984, an appreciation reception was held for SCE teachers, coordinators, and administrators associated with the program.

What was the impact of SCE teachers on low-achieving students?

The achievement gains attained by students served by SCE teachers were compared to gains predicted for those students. A revised version of the Report On School Effectiveness (ROSE): 1983-84 (ORE Publication No. 83.L) was used for this purpose.

- As shown on Figure 1, students served by teachers in SCE reading achieved gains higher than predicted in grades 2, 3, 4, and 6, and achieved below predicted gains in grades 1 and 5.
- There were too few students served in math by SCE teachers to be able to estimate how their gains compared to predicted gains for those students.

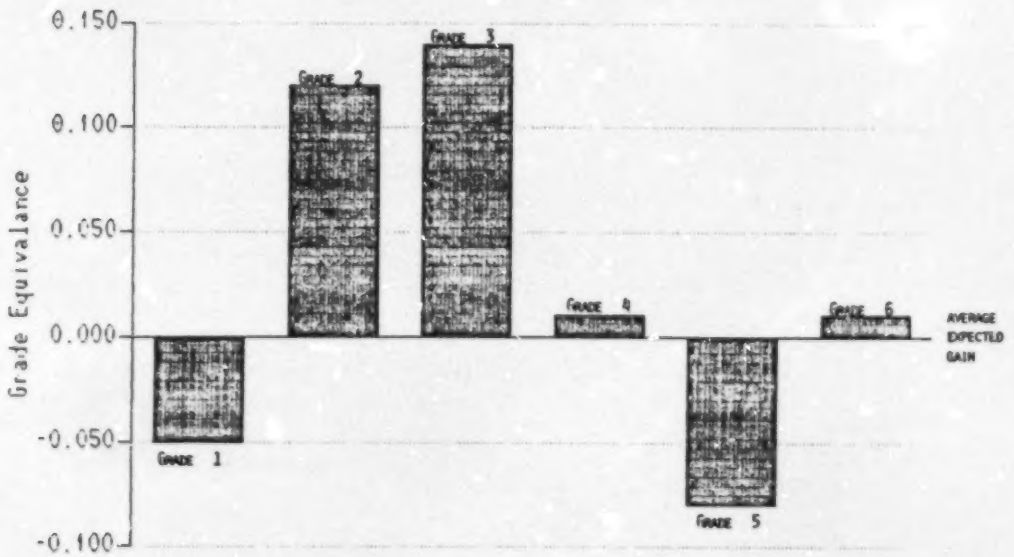


FIGURE 1. DIFFERENCE BETWEEN EXPECTED GAIN AND ACTUAL GAIN FOR SCE STUDENTS.

How did SCE students gains compare with the gains of other low-achieving students in the District?

A comparison of gains attained by students in different compensatory programs shows that the gains made by SCE students are comparable to the gains of students served by the other compensatory programs.

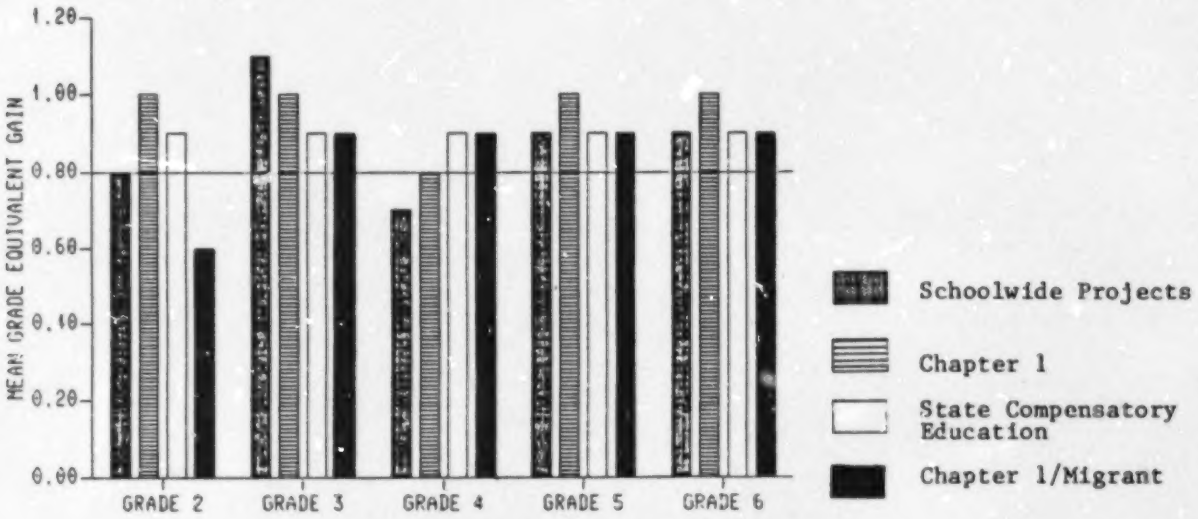


FIGURE 2. Composite score on the Iowa Test of Basic Skills

How did homeroom teachers perceive SCE teachers' services?

The results of the districtwide teacher survey indicated that, in general, the homeroom teachers who were aware of the services provided by the SCE teachers perceived them to be positive. The following are the reactions to the statement "The services provided by the SCE teacher in my school are valuable to the students."

Responses	
. Strongly Disagree	4%
. Disagree	0%
. Neutral	0%
. Agree	38%
. Strongly Agree	58%
. Don't Know	0%

Was there a specific program format associated with success in the SCE Program?

Because of the wide range of formats, grade levels addressed, subjects taught, and number of students served, it is impossible to group the schools into specific formats to determine the effect of each format. Following is a brief summary that illustrates the variety found in the SCE Program.

. Grades Served by SCE Teachers

Grade	Number of Teachers
K	2
1	11
2	10
3	8
4	7
5	6
6	7

. Areas Taught

Area	Number of Teachers
Reading	10
Language Arts	11
Mathematics	4

. Focus of SCE Instruction

Area	Number of Teachers
Primary (basal)	5.5
Supplemental	11.5

. Teaching Format

Format	Number of Teachers
Pullout	16
Small Group (within regular classroom)	2

GUIDANCE AND COUNSELING

What did the counselors do, and did they meet the goals set for 1983-84?

The Elementary Counseling and Guidance Steering Committee set goals for the elementary counselors based on the 1982-83 evaluation findings.

Information gathered through the counseling records counselors' logs, and discipline files was used to determine if the following counselors' goals were met.

Goal	Attainment
To increase the number of sessions with parents for consultation.	**MET:** During 1982-83, counseling activities involving the parents represented 7% of all reported interventions. In 1983-84, this percentage was 16%. According to the time spent, counseling with parents ranked seventh, in 1982-83 and fourth in 1983-84.
To increase the number of contacts for curriculum	**NOT MET:** The rank for this activity in 1982-83 was 15 and 18 in 1983-84.
To increase the number of contacts with low-achieving students.	**MET:** The percentage of low achieving students served in 1982-83 was 75%; in 1983-84, 82% of low achievers were served.

Who was served by elementary counselors?

- 82% of low-achieving students were served by the SCE-funded counselors in 35 schools.
- 64% of low-achieving students were served by the non-SCE-funded counselors in 8 schools.

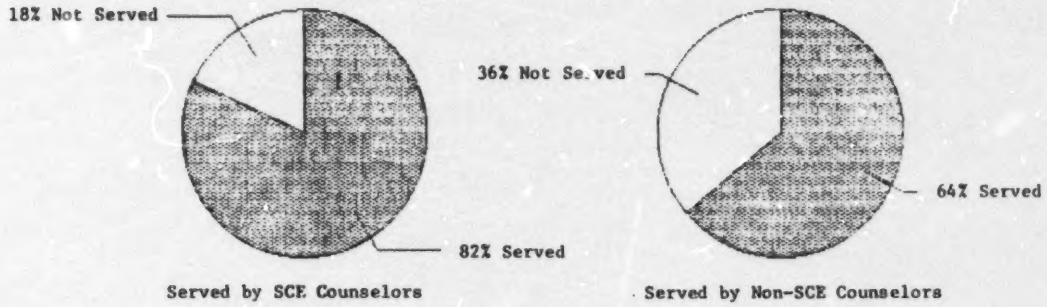


FIGURE 3. Low-Achieving Students Served by SCE and Non-SCE Counselors

What were the reasons for counseling?

Out of 92,714 counseling interventions, over half were for health or family and academic reasons.

Following is a list of reasons for counseling with the number of interventions for each.

Reasons for Counseling	Number of Interventions*	Percentage**
. Developmental or Preventive	27,519	30%
. Health or Family	25,355	27%
. Academic	25,194	27%
. Behavior or Intervention	9,012	10%
. Attendance	5,634	6%
Total Number of Interventions	92,714	100%

How were services provided?

Out of a total of 158,571 counseling interventions, 35,300 were done through individual sessions. Following is a list of types of counseling provided, and the number and percentage of interventions per type.

Type of Counseling	Number of Interventions	Percentage
. Individual	35,300	37%
. Small Group	32,800	35%
. Class	26,834	28%
Total	94,934	100%

Services Involving:		
. Student	94,934	60%
. Teacher	10,943	7%
. AISD Staff	7,486	5%
. Agency	20,001	13%
. Parent	25,207	16%
Total Interventions	158,571	**100%

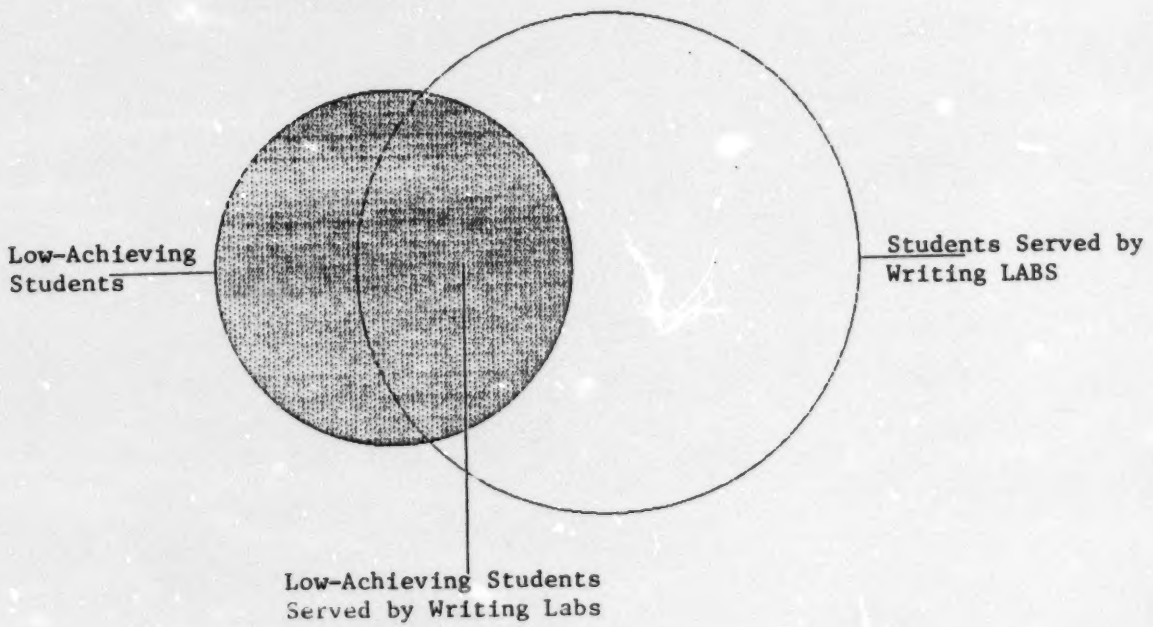
**Individual percentages do not add up to 100 because of rounding.

SECONDARY SCE WRITING LABS

During 1983-84, the writing labs were run with plans of phasing them out by the end of the year. The labs have been in existance since 1979 when two were established in junior highs. Three more were added in 1980 in high schools. During 1981-82 and 1982-83, there were twelve labs in junior and senior high schools. By 1983 there were 10 labs, one of which closed shortly after the beginning of the year. (Burnet).

Who attended writing labs?

- The writing lab instructor at Johnston High School did not turn in student services records; therefore these data are not included in any of the results shown below.
- Out of 2,045 students identified as performing below the 31st percentile in language in the schools with writing labs, 1,132 received services at least once from the writing lab.
- 913 of the identified low-achieving students did not receive services from the writing lab.
- 2,979 students with language scores above the 30th percentile received services from the writing lab instructor.



What was taught in the labs?

Following is a breakdown of the services provided by the writing labs. A total of 31,220 student contacts (individual and group) were reported.

Purpose	Number of students served for this purpose	Number of visits for this purpose	Average number of visits per student
Paragraph	1278	4376	3.4
Essay	1756	7028	4.0
Research	1537	5465	3.5
Letter	219	225	1.0
Free Writing	475	859	1.8
Grammar/Usage	610	1419	2.3
Mechanics	398	1508	3.7
Independent Study	76	729	9.5
ESOL	153	1559	10.18
Other	2210	8052	3.6
Total	8712	31220	3.6

A student may be served for more than one purpose on different visits. This is a duplicated count.

How did the writing labs impact low-achieving students?

Because the achievement test given to high school students was changed from 1983 to 1984, it is not possible to calculate achievement gains for students in grades 10 through 12. The following table presents the average gains for low-achieving students served and not served as well as the gains for all other students served. The number before each gain is the number of students with both 1983 and 1984 test scores, included in the calculations.

SCHOOL	LOW-ACHIEVING STUDENTS SERVED	LOW-ACHIEVING STUDENTS NOT SERVED	OTHER STUDENTS SERVED
Austin	*08(+1.30 GE)	36(+0.50 GE)	195(+2.70 GE)
Travis	68(+1.30 GE)	22(+0.30 GE)	142(+0.60 GE)
Anderson	34(+ .80 GE)	44(+0.60 GE)	205(+2.10 GE)
LBJ	*09(- .10 GE)	50(+0.80 GE)	57(+1.80 GE)
Burnet	109(+0.90 GE)	13(+0.70 GE)	471(+1.00 GE)
Pearce	113(+1.00 GE)	55(+0.70 GE)	373(+1.20 GE)
Martin	86(+0.90 GE)	69(+1.00 GE)	445(+1.00 GE)
Bedichek	35(+1.40 GE)	103(+1.30 GE)	100(+0.90 GE)
Dobie	23(+1.10 GE)	93(+1.00 GE)	75(+1.20 GE)

* The number of students with both scores at these schools is too small for a valid analysis.

What activities were performed by the writing lab instructors?

The writing lab instructors reported through activity logs having been involved in a variety of activities in addition to direct instruction. Following is a breakdown of the activities and the percentage of time spent on these activities.

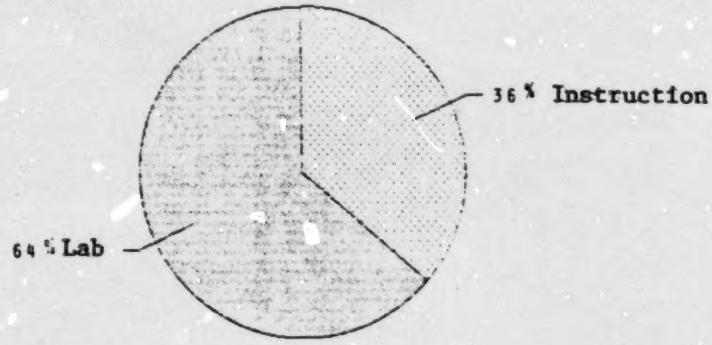


FIGURE 5. WRITING LABS INSTRUCTION: CLASS VS. LAB

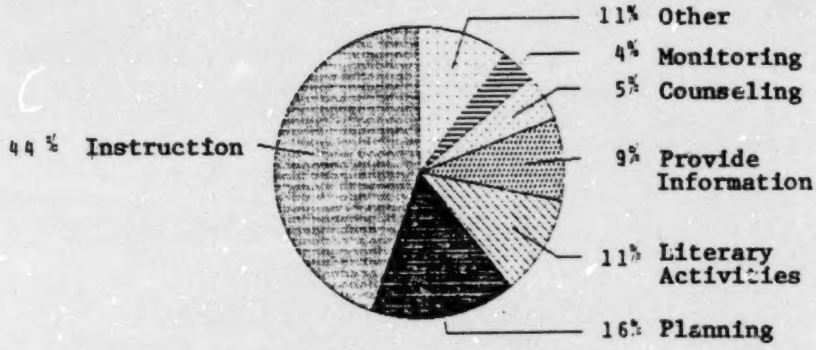


FIGURE 6. ACTIVITIES PERFORMED BY LAB INSTRUCTOR

How were the lab instructors regarded by other teachers?

- 77% of teachers in schools with writing labs rated the services of the lab instructors as useful.
- 78% of the teachers and 79% of the administrators surveyed agreed lab instructors provided services otherwise unavailable.

TRANSITIONAL BILINGUAL EDUCATION (TBE)

How successful was TBE?

Assessing the effectiveness of the TBE program is particularly difficult because too few students were tested to construct meaningful statistics. However, available data indicate that substantial growth in English on the Language Assessment Battery (LAB) is apparent for both 7th and 8th graders, with the 7th graders outgaining their 8th-grade peers by nearly four raw score points. Spanish scores also show improvement, although not as dramatic nor as parallel for both grades.

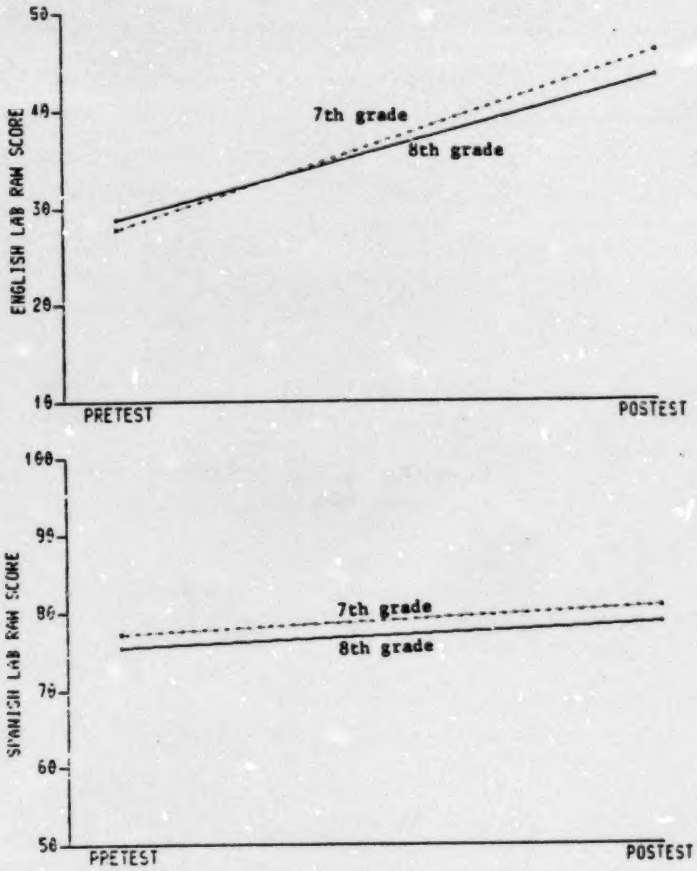


FIGURE 7. Language Assessment Battery Raw Scores for LEP Students in the TBE Program. Grades 7 and 8.

TEXAS HILL COUNTRY WRITING PROJECT (THCWP)

How many teachers received training?

Session	Number of Teachers Participating
Summer 1981	14
Summer 1982	16
Summer 1983	14
Summer 1984	16

Each teacher must conduct at least one workshop, contribute at least one piece for the literary magazine, and make at least one oral presentation of a research project.

TEXAS ASSESSMENT OF BASIC SKILLS

The 1984 results from the Texas Assessment of Basic Skills are presented in detail in the TABS Final Technical Report: Spring 1984, CRE Publication No. 83.62. An executive summary of this report (ORE Publication No. 83.21) has been distributed to principals and administrators and is available at ORE.

The general findings are:

- The trend in AISD continues to be toward higher levels of mastery of the TABS objectives.
- Although minority students scored lower than nonminority students, their gains were somewhat greater.
- The average percentage of grade 3 students who mastered each TABS objective was up two percentage points in mathematics to 82%, up three in reading to 89%, and down two in writing to 87%.
- Grade 5 mastery levels were up four percentage points to 79% in mathematics, up two in reading to 81%, and down one in writing to 87%.
- Grade 9 mastery levels were up three percentage points in mathematics to 81%, up seven in reading to 86%, and down 21 in writing to 66%.
- Writing scores have risen and fallen yearly as a result of scoring difficulties and changes in scoring standards at the State level. Scoring criteria were raised in 1984; therefore, comparisons to past years are not indicative of actual changes in mastery levels.

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